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ABSTRACT

This document contains more than 30 specific recommendations made by two American specialists regarding the efforts of the Socialist Republic of Burma as it seeks to establish approximately 20 production-oriented Regional Colleges throughout the 14 States and Divisions of Burma. The proposed colleges, patterned after the American community college, are designed to produce middle rung technicians, to train students both theoretically and practically, to engage students in production while studying in their various disciplines, and to provide an opportunity for those of high intellectual caliber to pursue a further university degree. The specific recommendations included in this report are comprehensive in nature and cover such areas as staffing, college/community interface, long-range planning, academic policy, open admission, public relations, vocational counseling, other student personnel services, alternative modes of utilization of instructional personnel, development of instructional materials, publication of college catalogs, institutional role, student activities, staff development, community services, and administration. A brief bibliography is appended. (JDS)

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A

Report on the Establishment of Regional Colleges in the Socialist Republic of the Union of Burma

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Office of the Ministry of Education

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Foreword

The writers are indebted to the many members of the Office of the Ministry of Education and the U.S. Information Service for events which have been theirs for the past six weeks of service as American specialists for Burma Community College Project. Every courtesy has been extended and the stay has been personally and professionally gratifying. This report is a result of many conversations, direct observations from visits North, South, East and West of Burma, and several written documents.

Special thanks are expressed to Francis P. Coward, who willingly shared his ideas very early in the projects, to Dr. Khin Maung Win, Minister of Education and U Myint Aung, Deputy Minister of Education who provided the writers a learning experience never to be forgotten, to U Khin Aung Kyi and U Than Oo who accompanied us throughout Burma and who gave so much of their time and talent, to the members of the Regional College Planning Committee, to the Rectors and Director-Generals and their Staff who provided time for conversations and discussions, and to the members of each Divisional Peoples' Council who gave us their input.

Time and space prevent us from listing all of the people who rendered us assistance. Our thanks for your cooperation and a fond aloha to each and everyone.

Introduction

An exciting and unique concept of extending educational opportunity to Burmese is about to hatch in Socialist Republic of the Union of Burma. In mid 1977 approximately 20 production oriented regional colleges throughout the 14 States and Divisions of Burma will open their doors. These colleges are designed:

1. to produce middle rung technicians.
2. to train students theoretically and practically so that they will fit into the industries, public and private cooperatives, etc.
3. to engage students in production while studying in their various disciplines.
4. to educate students in such a way that those of high intellectual calibre, diligence and interest may pursue higher learning to obtain a university degree. *

* SOURCE: Project Proposal, November 1976.

The members of the Central Regional College Supervisory Committee, together with the Ministry of Education and other agencies have been working long and diligently to establish this new kind of College for the people of Burma. In order to plan for the college, they have utilized the input and talents of many people at the national, state, township and village levels. Cooperation has been overwhelming and planning continues and will continue.

Under normal circumstances, existing universities, institutes, and colleges do not welcome a regional college. They question the effect of financial support that the regional college will have upon appropriations to older members of the educational establishment. Burma's present universities are overcrowded. The anticipated incremental removal of the first two years of the university is expected to reduce the high ratio of students per instructor and at the same time expand research and development in useful areas.

Every precaution must be taken to keep highly skilled production oriented university staff from leaving for more lucrative jobs in private or governmental offices because of knowledge gained from successful production oriented research. While their numbers do not appear to be large, there are some indications of this among the lower

C.1. The requirement of a common course in basic business and industrial operations for all students in the second year curriculum regardless of the trade or technology chosen is most appropriate.

Although Burma posesses a great wealth of minerals and agricultural resources, its present level of industrial and agricultural development based on these resources is limited. A comprehensive course containing such subjects as small business operations, accounting and bookkeeping, cooperative operation, production methods is envisioned to provide a better understanding of and economic development relevant to State and Divisional needs as well as country needs.

C.2. The requirement that all regional college students receive a production oriented education is both very unique and very commendable.

In an age of technological advancement, about 2/3 of a community college student body characteristically will opt for the transfer program (University degree), when in fact only about 1/3 actually do transfer to colleges and universities. Of those who transfer, only 80% are actually granted a 4 year degree. The program in Burma's proposed regional colleges, unlike similar programs in other nations will eliminate this waste of time, effort and talent by providing all students with a production oriented background and experience while at the same time allowing some to pursue a higher education degree. No other nation from writers' knowledge has such a program either in operation or proposed.

C.3. That the current practice of admitting selected GTI graduates who pass a competitive exam into the RIT and selected THS graduates into GTI's without examination is an excellent program and should be continued.

GTI's normally enroll two major types of students for day classes, the Technical High School (THS) graduate and the matriculate. The Rangoon Institute of Technology (RIT) admits a number of selected GTI graduates who pass a competitive exam. These alternatives for a student to enter higher education without passing the matriculation exam and without passing the university entrance examination provides a much needed incentive to vocational students. The

C.4. The use of existing facilities and structures to begin a regional college is excellent. Community Colleges have started in existing sections of high schools, department stores, former hospitals, abandoned warehouses, etc. Very few colleges have the opportunity to develop a new campus before classes start. In the foreseeable future, most colleges will want to have their own facilities.

R.1. That the Staff of each Regional College and their administrators be given a thorough orientation if the college is to be truly a "Peoples' College."

All staff members must understand the philosophy, the functions, organization and structure of the Regional Colleges, that a regional college is not a university must be understood. The instructor must be familiar with the total system as well as the Regional College to which he is assigned. The role of the Central Regional College ~~Implementation~~ Supervisory Committee, the Regional ~~Implementation~~ College Supervisory Committee, the State and Divisional Peoples' Council, etc. must be explained and understood, if the concept is to be properly passed to parents and the community and accepted by students. Unless the staff member fully understands the concept for example that local materials, local talent, and local management is ~~basic~~ basic to a production oriented Regional College, there is a danger that instructors might begin to ask the government for equipment and materials for this production oriented program or that the instructors will develop a curriculum for example for Myitkyina that is more proper for Rangoon.

R.2. That every effort be made to hire competent, skilled workers as Regional College instructors even though these individuals may not speak English and/or possess degrees or diplomas or know how to teach.

A community college vocational instructor must be thoroughly knowledgeable about his subject, if the graduates are to be employable at entry level positions. He or she must have real work experience, be recognized and respected in his community as an expert. e.g. A skilled auto mechanic, a skilled farmer or a skilled business woman. An example of a good candidate for the Regional College in the area of glass working is Daw Saw Klaing, from the Naga Glass Factory. She is the one who could teach the student all about the production

The help of State/Divisional Peoples' Councils to locate such people. The use of a college or institute graduate is fine provided that he or she too has sufficient experience. Salaries or other incentives need to be attractive enough for such people to leave the cooperative, or farm or business to become teachers.

Using such individuals as part-time instructors is only a partial solution, it should generally be discouraged. If e.g. there is one full-time instructor in glass working, the second or third instructor might be a part-time instructon Part-time instructors tend not to reveal their skills etc. for fear of competition. This is not true for individuals who are full-time instructors. Also part-time instructors are not able to devote the necessary time to prepare their lesson and yet accomplish their regualr work. Essentially the part-time instructor serves two masters, - the principal and the supervisor of his normal occupational enterprise.

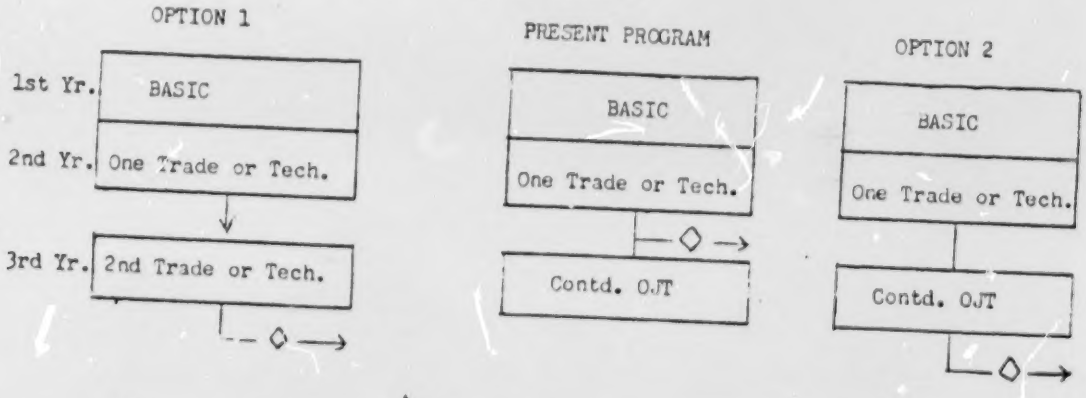
R.3. That a long-range plan for regional college staff development be prepared.

Administrators, registrars and full-time staff should be properly trained. This training includes, knowing of his or her subject having sufficient real work experience and knowing how to teach. Preference should be given to up-country or rural colleges, since those close to population centers ordinarily have more opportunities for professional growth. Those who receive staff development grants to participate in Burma or outside of Burma should be required to share the knowledge gained. Plans should involve Townships and State/ Divisional Peoples' Council since they are jointly responsible for the college.

R.4. That a study be made to determine the feasibility of eliminating the award of the regional college diploma or postponing the award until the end of the third year.

Under the proposed regional college program, it appears highly possible that a regional college graduate will neither be prepared for employment nor for the university. With an option to take the university entrance examination at the

year or less to work with this type of students to demonstrate how he can earn a reasonable income from work. If given two years (2nd and 3rd year), the trade or technology instructor will have more time to prepare the student for the world of work, and consequently build the student's confidence in himself. Another feature made possible by postponing the award of the diploma to coincide with the trade proficiency certificate award is the opportunity for a student to select a second trade or technology area in the third year, rather than going to on-the-job training. Also, the third year student will be less likely to be classed as a second rate student because of his failure. The diagrams below will show present and other possible options.



R.5. That more viable alternatives be provided for the approximately 90% of students who do not pass the matriculation examination.

In the Rangoon Division was noted, that 60,295 students appeared for the matriculation exam last year and only 7484 were able to receive a passing mark. This would mean that over 89% of those who want to further their education - cannot and therefore must enter the world with little or no preparation. The Long-term Program for Implementation of Educational Policies provides one alternative - trade and technology preparation from grades 5 - 10. This however is for the future. The Taikkyi research project sponsored by the Bureau of Educational Research is a good example of a demonstration program to meet this vacuum, but it is only a small project. Thus, the choices are very limited for one who does not pass the matriculation exam. The choices are even further limited for the up-country

youth, for he is less likely to pass the matriculation exam. These students need to have some preparation for ~~employment.~~ jobs. A three year vocational program parallel to the current Regional College progra without the matriculation exam should be considered. Such a program at the Regional College will make the college much more comprehensive than is currently planned and provide an alternative to employment, for the non-matriculate.

R.6. That a massive public information project be launched immediately to inform citizens, township leaders, divisional leaders, business and cooperative leaders and especially students and parents of the philosophy, function, plans and structure of the Regional Colleges.

Apparently the man on the street knows little of the proposed establishment of Regional Colleges in Burma. His input and knowledge of these colleges will cause his support or non support. All agencies of government involved should also be informed about the Regional Colleges. This includes not just the directors but also those below him. Public meetings to inform the citizens of present plans and to solicit their input to Divisional Peoples' Councils is highly recommended.

R.7. That the teacher training staff at the Government Technical Institute at Insein serve as the nucleous of a country wide instructor training team to conduct short methods courses for prospective regional college instructors.

The background and experience of the teacher training staff of this Institute were excellent. They have conducted a number of successful "Ad-hoc" courses for instructors e.g. in Domestic Science, maintenance and repair, etc. at various locations in Burma. Also they have completed at least 4 training cycles of teachers and are currently conducting a fifth cycle. Their 4 phased one-year program has produced a number of successful graduates for Burma's Technical High Schools. The training is at the post - GII graduate level and the curriculum well balanced with input from instructors of RASU and the Institute of Education (see "A Brief Outline of the Technical Teacher Training carried out by the [illegible]

R.8. That steps be taken to increase the proportion of rural and up-country youth who will be admitted into the Regional College System.

Rectors, principals, and others have indicated that a high proportion (50% or more) of urban youth compared to rural or up-country youth are able to pass the matriculation exam. By so doing most of the seats in the Regional College System will be taken by youth from Rangoon or Mandalay. According to UNESCO Report (1973) some 85% of the Burmese people live in rural areas. To provide a better balance between urban and rural youth and to insure a higher education for more rural youth, some action should be taken by the government.

One possible solution might be the establishment of an Upward-Bound Program for rural youth. This is a special grant program aimed at selected middle school and high school students, who are interested in Trade and Technologies, whose preparation in Burmese, Mathematics and Science is weak, and who are academic underachievers with great potential. Special tutoring may be given to these students after normal school hours. During vacation ~~vacation~~ periods and interim periods, they are given special instructions by talented teachers and recommended students. After a few years of this program, the student will have a much better chance to pass the matriculation exam. Furthermore, his interest and the probability of returning to his home state and serving that state is much higher than an urban youth. The urban youth is not likely to want to leave his area.

Other alternatives should be discussed and perhaps a pilot demonstration project conducted. Also successful current projects to aid rural youth should be considered for expansion to meet the above need.

R.9. That a vocational counseling and guidance services be provided to Regional College students as soon as practicable.

For the rural students who will travel a great distance to the Regional College, such a service will help him to adjust to the new environment of the college. This service can also help the student to select which stream to enter and which trade and technology is most appropriate. Some students will need help

in finding a job after two years or after three years, others will need help in transferring to a university, institute or college. Persons properly trained in vocational guidance and counseling can give students help of all sorts throughout his stay on the campus and even before he enters the College. Such persons can visit high schools before the matriculation exam to explain the various alternatives at the Regional College system, GTI system, University etc. If such a service is adopted, it should be available in the evenings and on weekends when students are free. The student should be encouraged to use these services.

R.10. That the Ministry of Education initiate a plan to prepare and develop a comprehensive list of skilled persons to serve as a pool of resource persons for the Regional College system.

In every township and state there are a number of citizens with recognized skills and talents. He may be a respected wood carver, a noted artist, a great builder of Pagodas, a skilled blacksmith or he may be a great chin-lone player of the past. He may be the only one who can prepare good dried shrimp in village or township.

A production oriented regional college if it is to be successful must prepare students that are employable at least into entry level positions. The average instructor may be skilled in one area but not another. A comprehensive list of skilled persons by village, township and state and by respective occupational groups will enable the college to utilize these people for various activities. For example, they may serve as instructors, resources for regional college staff, advisors to students, etc. A pilot project for a village or township could serve as a model for a comprehensive master list. Once such a list becomes available, resource persons may be asked to cross states and townships to fill a void in that particular skill. Many talented people will not volunteer their knowledge, but will if nominated and given proper recognition.

R.11. That for selected trade and technology areas, consideration be given to the establishment of itinerant or traveling instructors to serve the system of regional colleges.

The need for experienced and qualified instructors is universal. Burma is no exception. In such areas as hydrogenation and jute production where the number of expert instructors are very limited, the feasibility of assigning one or more experts from such a production plants to serve as a travelling instructor should be attempted. Such an individual could conceivably carry an instructional kit for Bassein or Moulmein to conduct a short workshop. It will be possible for him to serve ~~rotate~~ in rotation to 2 or more schools in a year. If one person cannot be spared to travel and teach perhaps another person could be used.

R.12. That one or more Instructor training kits be developed for each specific subject within a trade or technology area for use by the regional colleges.

With enough lead time the staff of a small industry, e.g. the hydrogenation plant would prepare an instructor's kit for use in training Regional College students. Such a kit would contain, in so far as feasible, such items as flow charts of the plant, a model plant or sections of a plant, sample raw materials, sample products and by-products, demonstration material test samples, etc. A knowledgeable instructor at the Regional College will then use such a kit to teach students. The quantity and quality of the kit would depend on the recommendations of the industry and educational staff. Such a kit might be portable and its complexity dependent on the area of study and the availability of local materials and equipment. Ideally each kit should be sufficient to be of some help in preparing a production - oriented student, where an instructor or a plant is not accessible. A textbook will be fine but it must be supplemented where possible with practical work. For certain special areas, it will be possible for an itinerant (travelling) instructor to carry this kit from one Regional College to another.

R.13. That as soon as possible representatives of skilled workers, future employers, consumers and the like be asked to provide input into curriculum materials planned for each of the 23 or more trades and technologies for each Regional College.

In meetings at the Institutes of Economics, Institute of Education, and RASU it was discovered that syllabi, textbooks, and other related materials were

was no evidence of input into these proposed publications from local skilled workers trained in the technologies, from those who might eventually hire the graduates (consumers) or from technicians who work in the various technologies.

The most often stated reason for the non-participation by skilled workers in materials development was the lack of sufficient time before the proposed opening of the regional colleges. Another reason was that the skilled worker typically will not share their so called "secrets" in any case or that the skilled workers were too busy at their work or business enterprise.

Under ideal conditions, it is common practice for Community Colleges to involve those knowledgeable in a particular vocational area (skilled workers, consumers, etc.) in the development of curricula which will prepare students for entry into such occupations or employment.

The use of College, Institute or University Staff to help develop and prepare materials for technologies makes excellent use of available Burmese resources. Also the use of a team approach to develop texts and syllabi for each of the trades or technologies is excellent. There is the possibility, remote as it may seem, of protecting one's self-interest or having a vested interest on the part of the University Staff in the development of materials. Furthermore, the likelihood of a University Professor preparing a curriculum similar to his experiences at the University and parallel to the University is very high. The curriculum of a Regional College must meet the purpose for which they were designed. To train students so that they will fit into the public and private cooperatives and industries requires a curriculum that has been prepared and reviewed by those who have had such work experience. The relevancy of the curriculum to the small business and cooperatives in each locality in each State or Division will depend on the input of local representatives of such business and cooperatives. The curriculum for Myitkyina and Akyab for example should and must be adjusted according to their local needs.

R.14. That key trade and technology instructors who will be involved in supervision and coordination of the 3rd year on-the-job training program be given short-term training in Cooperative Vocational Education.

in business, agriculture or industry together with some concurrent related skill instruction in the regional colleges. The proposed structure of the Regional College calls for the award of a proficiency certificate on completion of the practical OJT (3rd year).

This proficiency certificate should list the trade and the skills that the individual can perform in that trade as verified by the Cooperative Vocational Education instructor. If the trade and technology skills needed for employment were in fact relevant to the needs of business, agriculture, industry etc. of the region, there is a higher probability of the student entering employment on completion of his third year.

The instruction given by the Regional College in the second and third year plus the relationship that must be established between the Regional College and the business are most important if the Regional College concept is to succeed. Normally, such work is assigned to one or more key individuals on each campus. These individuals need to be experienced in at least one skill themselves and also to be former members of a local business or cooperative. They must be sensitive to the needs of students and employees and must be able to work with local businesses, farmers and private employers. Each will need special training in identifying work stations, placing of students, rating of students, handling problems, listing and verifying skills, etc. ~~Cooperative Vocational education~~ short term instructor training will provide these skills.

R.15. That the current practice of admitting selected Technical High School graduates into Government Technical Institute without examination be extended to the Regional College.

The adoption of the above seems to be consistant with past practice and will give a Technical High School graduate another alternative. He is very likely to strengthen the production - oriented college with his background and experience. There is a danger, however remote, that enrollments in GTI's will decrease. This appears unlikely under present conditions.

R.16. That immediate steps be taken to plan and prepare a common regional college catalog.

technology will not be available on each campus, the specific State or Divisional Peoples' Council or regional college principal may supplement the catalog with local information. In addition registration procedures, admission requirements, housing information, etc must be announced. Those procedures or policies common to all regional colleges might be considered in a Common Regional College Catalog. Some of the advantages include lower production costs, articulation of courses, numbers and descriptions to ease transferring, and better communications to ease transferring, and better communication of common policies and procedures. There are some disadvantages. For example: each college or group of colleges will have to produce a supplement, there will be some loss of "identity" to the c... college, differences between colleges may be greater than commonalities, thereby increasing costs.

R.17. That an all out effort be made to publish, translate into Burmese, and/or reproduce appropriate trade and technology textbooks, workbooks, etc. in sufficient quantities for instructors and students.

The quantity of books and workbooks appear to be insufficient to meet the estimated 10,000 enrollers in May. There will be a tendency to utilize those books that are currently being used at the university.

Since the language of instruction will be Burmese, and some of the texts in trades and technologies are in English, German, or French, it might be in order to begin to select those most important for the first year at the Regional College, translate them to Burmese, and reproduce them. Of course a priority must be established. Existing books and workbooks in Burmese that meet the objectives and purposes of regional colleges will need to be identified and made available in quantity.

R.18. That each State or Divisional Peoples' Council consider limiting the establishment of certain trade and technologies to one or perhaps two colleges within the State.

In states or divisions planning two or more regional colleges, it will not be necessary for each college to be a duplicate of the other. For some trades or technologies where costs are very high or where future job prospects may be

two mediocre programs on two campuses. The Rangoon Divisional Peoples' Council for example has selected 17 of 23 trades and technologies. It is not necessary to have all 17 trades at each of their 5 campuses.

R.19. That additional functions be considered for the Regional Colleges.

One of the functions of a Community College is to prepare students for transfer to institutions of higher education such as the Universities or Institutes. Another is to prepare students for employment (Vocational education) - this could be a program as short as 2 weeks, 1 year or as long as two years. Community Colleges also need to work with the Community. To establish good relationships with the community, to obtain help in preparing a curriculum on the bases of community needs, to tell the story of the college in every way possible, on radio, newspapers, talks etc. require a special type of service. This is called the Community Services function of the regional college. It extends beyond the services bound in with the educational program. It includes increasing the productive efficiency of agriculture, business and industry, improving the functioning of communities and community organizations, contributing to the health and physical well-being of citizens and even enriching the cultural, aesthetic and moral life of the community. The regional college can be the center of community life by encouraging the use of facilities by community groups. For example: the college might be used for meetings and conferences, community sponsored cultural events, community sponsored recreational activities, etc. The college can provide educational services to the community such as health workshops, nutrition workshops, and art or handicraft shows.

Another function of a Community College is that of general education - education for learning itself. The regional college can provide courses, refresher courses ~~workshops~~ etc. for people who simply want to learn: not to gain employment, not to transfer to the university, but to learn e.g. to play a musical instrument for himself, to grow flowers, - only to beautify his home, to study science because he has never had the opportunity to do so.

R.20. That a study be made to determine the feasibility of allowing second year regional college students from selected trades and technologies to use State Agricultural Institute, Government Technical Institute, or Technical High School facilities.

By sending the regional college student either part-time or full-time to learn a particular skill available at a Technical High School, the regional college will avoid duplication of staff and equipment. The skill needed by the RC student must be matched with the skill training available at the institution. The equipment and staff at Mandalay Technical High School, for example, could be used more effectively by some adjustment in the schedule. The student enrollment is below capacity, and the school is closed during vacation. A regional college conceivably would save a sizeable sum of money by cooperating with a nearby GTI, THS, or SAI.

R.21. That regional college principals, registrars, and instructors be asked, if not required, to live in the community in which the college is located.

In establishing 20 or more regional colleges, identifying key staff is one of the most difficult and most important tasks. It is especially imperative that the principal and his family live and participate in the activities of the community if he is to know his community. The wife and children are just as important. Some Councils will even interview the spouse when selecting a principal. The principal should not have his family and children living for example in Rangoon while he serves in Mandalay. While commuting is normally unavoidable at the beginning of any new assignment, every effort should be made to shorten the gap. This same request should be made of registrars, and instructional staff. The participation of a staff member and his family in community affairs, community schools, etc. will enhance the "identity" of the regional college.

R.22. That schools at the regional college level under other ministries such as Culture, Health, Agriculture and Forestry, etc. be consolidated into regional colleges as soon as possible.

under the umbrella of the regional college system, if the training of musicians, lacquerware artists, carvers, and other related occupations is considered production oriented. Jobs in the medical field - nursing training, midwifery training, nurse's aide training, etc. in the Health Ministry can also be considered production oriented. In a comprehensive community college even the training of policemen, firemen, truck drivers, bus drivers, and other private or government service personnel is considered as a part of vocational education. As a group, these occupations are usually called public service occupations. While such transfers are possible, it should be made with caution and careful consideration.

R.23. That awards be given to the regional colleges and their respective State/Divisional Peoples' Council that best meet the objectives set forth.

The college/s judged most effective in meeting the purposes of a regional college should be made known to the people of Burma. Criteria for the award should be circulated early. One criterion might be the placement of graduates in production - oriented jobs. Other criteria need to be established in consultation with the agencies involved.

R.24. That foreign assistance to regional colleges from any one country be concentrated at one or more regional colleges instead of spreading and mixing assistance from many countries.

In the past, there have been instances where foreign assistance from many countries was given to one school, institute, or university. This has caused a number of problems. For example, repair parts are not interchangeable, Burmese translations must be made from a number of foreign languages in order to read operating instructions, Burmese may need inservice training from a variety of different countries, experts may be necessary from a variety of countries, etc. Of course these same problems may be advantageous. For example, Burmese visiting Chinese, Russian and American industries, then selecting the most relevant and adaptable method or technique needed is

R.25. That a full-time or part-time instructor in each regional college be delegated the responsibility for coordinating and promoting student activities.

Burma's regional college system as well as each regional college must give proper emphasis on activities outside of the classroom. The student entering the regional college - especially those from remote areas - will find himself with time on his hands during the weekends and vacations when he cannot return to his family. New friends are needed and other activities must replace his normal evening and weekend activities. This means the college must provide something - something more than soccer football or chinlone. It must include intramural, intermural, State/Divisional, and National student activities. A full time national student activities office should be considered. The college should include health and physical, intellectual, and most important, production - oriented student activities.

Sports activities should be promoted. Each regional college should be given the option of making its own selection of sports but must be openminded - the options should include more than the traditional sports. Bicycle racing, horse cart racing, buffalo racing, should not be excluded. Intellectual activities might include chess playing, debating, science fairs, etc. Production - oriented student contests such as the display of mass production projects, a farm products fair, a craftsman's fair, a handicraft show should be promoted at all levels - college, State/Divisional and national. Awards should be given for individual and group skills. Individuals with interests and skills in student activities must be given high priority as instructors. A Burmese instructor with photography talent will be a greater asset to the regional college than one who knows Burmese alone. One who knows Burmese, has musical talent and has a wealth of knowledge on the national resources in Burma and in each division will be an even greater asset. Student activities, properly handled can develop leadership, and followership skills, as well as physical intellectual and production oriented skills.

R.26. That arrangements be made to allow students from one regional college and/or one State/Division to attend another regional college when distance or the the availability of a particular trade or technology is to the benefit of the student.

It is entirely possible that a student from Chin State living near the border of Sagaing Division would be closer in time and perhaps distance to a regional college, for example, in Sagaing Division than in his own state. Another example might occur in the Southwest border of Shan State where a student is closer to Loikaw Regional College than to the college in Taunggyi. A student occassionally may be interested in a trade or technology not available at his own regional college. He should be given the option of selecting a regional college close by that offers the program of his interest. Procedures for students to make applications for exceptions should be prepared immediately.

R.27. That an annual National Regional College Conference be held for representatives of State/Divisional Educational Officers, Principals, selected regional college staff and others to assemble and discuss current problems and issues and perhaps make recommendations.

Common problems and issues concerning the regional college will undoubtedly emerge from time to time. It will be good to identify these problems, discuss them thoroughly and if feasible make appropriate recommendations. It is also a good time to review past practices and experiences at this conference. Successful regional college programs may be shared with other colleges. Staff may be challenged and new ideas shared.

R.28. That special emphasis be given to regional college staff development in the areas of vocational education, student personnel services, methods of teaching in a community college, community services, administration and vocational counseling and guidance.

Vocational education: Curriculum development, use of occupational advisory

is beneficial - but for somebody else's children.

Student Personnel Services: techniques to help the Burmese regional college system student during his non-instructional hours; procedures to establish student clubs, associations, student welfare, student government; establishment and maintenance of student records; testing of aptitudes and personality; placement and follow-up of graduates; social activities; coordination of athlectics, (intermural and intramural); discipline; informational services to the high schools - teachers, administrators, parents, etc.

Methods of Teaching in a Community College: Teaching at a regional college is not teaching at a university nor is it teaching in a high school. It requires special training and background. For vocational education instructors or production oriented instructors there is no substitute for real job experience. Techniques of teaching for academic and vocational instructors - both full-time and part-time should be emphasized. The University of Hawaii, for example, has a curriculum for training academic instructors at the post-graduate level in all disciplines. It also has a core of short courses to prepare non degreed skilled production oriented individuals to become vocational instructors.

Community Services: Cultural Affairs, (forums, lectures, exhibits, short courses, theatre groups etc.); community education (non-credit courses, conferences, workshops for members of a village or township, short courses in special areas of community interest), staffing community service programs, evaluating community service activities, strengthening relations between various segments of the community and the college, use of facilities and equipment by community groups, surveying community needs, etc.

Administration: Planning the curriculum, employment and organization of staff, relating the regional college program to the needs of the community, improving the plant and facilities, financing programs, enrolling, counseling and organizing students and student activities, evaluating staff, master

Vocational Counseling and Guidance Services: The challenge to provide occupational information and guidance to students in the regional college and those still in the high school, technical high school or agricultural high school is with the regional college. Individuals, where possible, should be given specific responsibilities to conduct follow-up surveys of students, to transfer job needs to students, to determine student interests and aptitudes, to assist in providing career information on the many, many kinds of careers available in Burma.

Placement services, matching jobs with students, providing guidance to appropriate trade and technology programs should be emphasized.

R.29. That demonstrators and tutors be considered as one source of skilled production oriented instructors for the regional colleges.

A number of the experienced demonstrators at RASU AND MASU, at Technical High Schools, Agricultural High Schools, State Agricultural Institutes and Government Technical Institutes appear to be skilled in their work, especially with the practical aspects of a trade. Some have both theoretical and practical skills even though they do not possess a degree. The State Divisional Peoples' Councils should seek out the most talented of these tutors and demonstrators, provide them with some instructor training and use them as instructors in the regional colleges.

Those who are lacking in theory or in real working experience could receive this training and the instructor training before beginning to teach at the RC.

R.30. That the Ministry of Education establish a Vocational Technical Bachelor's Degree Program for the preparation and training of instructors, supervisors and administrators of technical high schools, government technical institutes, agricultural institutes, agricultural high schools, regional colleges and other similar institutions.

There is no school in the whole of Burma that grants a bachelor's degree for vocational technical education. That is a degree for trade or skilled instructors, for example, at a GTI or SAI. The Institute of Education prepares teachers for secondary schools, but not in the areas of automechanics, electrical appliance repair, or tire recapping. Specialized professional training should be available for current and future technical or comprehensive high school instructors with long years of teaching experience and work experience. So that they too may earn bachelor's degree. The graduates of a good degree program could provide a source of national leaders for a production oriented society. Furthermore, the need for trade and technology instructors at the high and middle schools will increase as "The Envisaged System of Education" materializes.

R.31. That for some regional colleges - especially those in rural areas, a deliberate effort be made to staff the colleges with bilingual instructors (Burmese - Lisu; Burmese - Chin Paw; Burmese - Lawan; Burmese - Yawyin, etc.) so that student and the community might better relate to the college.

A deliberate attempt should be made to recruit qualified production - oriented instructors generally conforming to the ethnic background of the students in the particular RC. These individuals can help improve the gap between faculty and students and improve relations between the community and the college

R.32. That the State/Divisional Peoples' Councils work closely with the local Lanzin Youth Organization and the regional college to coordinate the student youth activities with his likely trade or technology area.

There is a lapse of approximately six months after a student takes the matriculation exam, learns that he made the "A" list, and enters the regional college. The Lanzin Youth Organization activities in constructions, in farming, in forestry, etc. are excellent ways to utilize the time between high school graduation and admission into the regional college. Actually the earlier the student can begin to explore, the better it is for him. With proper coordination between the regional colleges and other agencies, it may be possible for the student to make, a wiser choice of a trade or technology area.

R.33 That a list and plans of equipment that can be locally manufactured for each technology be prepared and duplicated for distribution to each regional college.

Plans can often be based on existing models, however if no satisfactory models are on hand it might be well to purchase the initial model rather than spend months of research, trial and error in planning the first model.

Donations from the public might be solicited in purchasing these items.

Techniques used by Pagoda Trustees might well be used for building and furnishing a regional college.

Items for this list and for more expensive items should be prioritized for such information would be of value if foreign aid or loans are to be sought.

R.34. That steps be taken to conduct an evaluation of Burma's regional college system after its first full year of operation.

Evaluation is difficult and time consuming but it is the only reliable means of determining in what changes need to be made. All levels of planning, administration and operation should be involved in the review of organizational structure, facilities, staff, curriculum and instructional materials etc. Plans for such an evaluation should be started now for improvement often comes with the selection and development of the evaluation criteria. When everyone understands what the expected performance is to be, it is easier to work towards the commonly agreed upon goals and objectives.

Terminology

There is a need to clarify the philosophy, objectives and definitions used in explaining and publicizing the regional colleges. The objective, "To equip the students with technical skills so that they will be adequately prepared to earn their livelihood" is a very worthy statement. ~~To us~~ It implies that RC graduates will have occupational skills that can be applied to the creative tasks of producing one or more products. It implies, also, that at entry level the RC graduate will be a worker, not a supervisor, foreman or manager. We understand that the OJT experience followed by employment in a productive capacity will elevate the graduate to the skilled worker level of an occupation.

Does this skilled worker level mean the same as "middle rung technician?" There is a need to explain and describe the word technician so that teachers and administrators will use the term consistently. This generic term can mean the middle rung between the scientist/engineer and the skilled tradesman. This level of technician is not skilled in the operations, processes and technique of an occupation. He has a lot of related technical knowledge about materials, processes, production, sequences, etc. He can facilitate production if he has a lot of skilled workers working with/for him, but he alone, or even in numbers, cannot produce a product. He lacks the actual operator skills.

A Concluding Note

The ability of the Socialist Republic of the Union of Burma and its regional college system to serve the needs of youth is dependent on many factors, only some of which can be delineated by short-term American Specialists. The recommendations made were the result of partial impressions of Burma's current system of education and the result of a short but concentrated visit to 9 of the 14 States and Divisions.

The specialists met with several hundred key Burmese educators, all of whom showed great interest and concern for the welfare of Burma's youth. We wish to extend our best wishes to the Socialist Republic of the Union of Burma as it meets the challenge of channeling the enormous potential of its youth toward a production oriented society.

We wish to express our thanks to U Wan Nyunt and Daw Khin Nyo Oo for stenographic help and to all the staff members of the USIS Cultural Affairs Office for their assistance at all times.

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